



Official Publication of the U.S. Department of Education

May, 1980



E DAY

Prepared by the Office of Public Affairs

THE SECRETARY HAS HIGH HOPES



Shirley M. Hufstедler

If I had to sum up in just two words what I hope the new Department of Education can achieve and stand for, those words

would be "equality" and "excellence." Fortunately, I am not limited to two words, I have many other dreams and goals that I would like to share with you. But it all starts and ends with those two words.

Primarily, I want to nurture and advance America's historic commitment to education—which has been, and will continue to be, absolutely fundamental to the growth and progress of our great land. From the first whispers of independence to the brilliant extended constitutional debates about the best form of government for a free people, education was understood by all to be the cornerstone of successful democracy in America. Thomas Jefferson, as usual, said it best: "If a nation expects to be both ignorant and free...it expects what never was and never will be."

A national commitment

From that conviction grew the unshakable American commitment to public education. And from that national commitment grew the American schools that have been the envy of the world, results on a scale unmatched in the whole history of civilization.

I want to build on that great record while preserving the equally firm commitment to educational pluralism at the local level. My view is that the Department's role is to encourage and reinforce community initiative and leadership in improving our educational system.

High on my list of priorities is helping President Carter win congressional approval

of so much talent, so much energy?

Work is a stabilizing factor that keeps body, heart, and soul together. Crime, including the juvenile crime that can terrorize a city, is just one of the prices we pay when the young are allowed to languish in the despair of joblessness. It tears at the whole fabric of our society.

We must get our youth into the workplace and onto payrolls. Education fails abysmally if it does not prepare young people to lead full and productive lives.

A chance to be someone

The Youth Act of 1980 is designed to do just that. A joint venture between the Departments of Education and Labor—working closely with local schools, communities, and employers—it would tackle the interrelated problems of youth unemployment and basic skills training in junior and senior high schools, in vocational schools, in community colleges, and in alternate school settings;

The Education Department segment of the program would be targeted to help our most economically and educationally disadvantaged junior and senior high school-aged youths. We will provide them with real work experiences and real jobs while still in school, and we will seek to tie job opportunity to school performance.

The Labor Department will provide similar assistance to young people no longer in school, up to age 21, substantially increasing the youth program it is operating under the Comprehensive Employment and Training Act (CETA). Without such help, many of these youngsters would begin the tragic slide into chronic joblessness, poverty, and despair.

Both programs would be geared to the job realities in a given community—which is why close cooperation with employers is essential.

It would not make sense, for instance, to continue to train young people in a mill town to go into the factories where their fathers, mothers, and grandfathers had worked—if the mill owner knows he is closing down the plant in a year.

I have already testified on behalf of the Youth Act on Capitol Hill. I will

again and again, as often as

in congressional
long, difficult bat-
of thousands on
s teachers all over
bring the individ-
on the brink of

We won't win them all, but each one we do win will be the most special of victories—the salvation of human potential.

Understanding other cultures

Still another priority is the urgent need for a more imaginative and realistic approach to what I call international education. By this I mean a greater knowledge of other languages and cultures and of the imperatives that drive other nations. The events of the past few months in Iran, Afghanistan, and Columbia, for instance, have revealed both the perils we face and a whole new set of realities for our future.

Yet the harsh truth is that most Americans are still astonishingly ignorant of the issues facing our increasingly interdependent world. There is an urgent need to attack this ignorance and to educate Americans about pervasive global issues that deeply affect our daily lives, our hopes, our future, indeed our survival.

We must give renewed and serious attention to teaching foreign languages. Only 15 percent of American secondary school pupils today are studying a modern foreign language, a truly startling statistic.

President Carter's Commission on Foreign Language and Area Studies recently reported that "Americans, incompetence in foreign languages is nothing short of scandalous, and it is becoming worse...at a time when an increasingly hazardous international, military, political, and economic environment is making unprecedented demands on America's resources, intellectual capacity, and public sensitivity."

As a first step toward reversing that trend, the Department of Education is asking Congress for a 50 percent increase in the 1981 budget for foreign languages and international studies.

I know well that the Education Department can see these objectives met only if local school districts, state agencies, and colleges and universities are given the support and the freedom to apply their creativeness to the task we all share. I intend to wield a sharp pair of scissors to cut away the red tape which is hampering the cooperation the tasks demand.

Finally, I am going on the stump around the country to find and focus on some of the excellent programs—and excellent teaching—that is going on out there. I even hope to develop a program or awards for scholarships for especially gifted teachers in order to stress the quest for equality and excellence that I hope will become the new Department's hallmark.

Calendar of ED Week Events

The new Department of Education, the thirteenth department to sit at the President's Cabinet table, officially came into existence, Sunday, May 4—one month ahead of the deadline set by Congress for establishment of the new Department.

The launching of a new era in education will be marked by hundreds of events throughout the country, several of them scheduled to take place in Washington, D. C.. State Governors have been asked to issue proclamations.

Like education itself, the activities are a mixture of celebrations, intellectual discussions, historical exhibits and the spotlighting of innovative programs.

Included are the unveiling of a new postage stamp honoring learning, two White House ceremonies, unfurling of the new departmental flag, a seminar at the Brookings Institution devoted to the federal role in education in the 80's; and the unveiling at the National Portrait Gallery of a bust of Horace Mann, the father of American public education.

The D.C. schedule includes:

Monday, May 5 All Star Mock Trials

Time—9:30-11:30 a.m.

Place—Dunbar High School, N.J. Ave. NW.
Event—More than 300 high school students and the Street Law Institute of will stage a series of All Star Mock Trials. ED Under Secretary Steven A. Minter will speak.

Tuesday, May 6 Education Department Celebration of "Salute to Learning"

Time—10:00 a.m.-12:00 noon

Place—400 Maryland Ave. SW.

Event—A celebration for Department of Education employees which will feature remarks by William Smith, last Commissioner of Education and Secretary Hufstедler, the first Secretary of Education. The Secretary then will go to the building lobby to open an exhibit and view a living classroom in action.

Tuesday, May 6 Brookings Institution Forum-The Federal Role in Education In the 80's

Time—2:00-4:30 p.m.

Place—Brookings Institution

Event—Seminar, to be opened with remarks by Secretary Hufstедler and Senator Abraham Ribicoff. Under Secretary

Steven A. Minter will moderate a panel of distinguished guests, including Dr. Harold Howe (Ford Foundation), Fred Hechinger (New York Times), Jack Peltason (American Council on Education), Carolyn Warner (Chief State School Officer, State of Arizona), Joel Berke (Educational Policy Research Institute), Frances Farenthold (President, Wells College), and David Breneman (Brookings Institution). An audience of 200 is invited to attend, including White House staff, Education Department staff and key Hill staff and representatives from education associations, academicians, education press and writers. A reception hosted by Brookings will follow.

Tuesday, May 6 National Portrait Gallery Reception

Time—6:00-8:00 p.m.

Place—National Portrait Gallery

Event—A reception to unveil a sculpture of Horace Mann, father of American public education. The bust was done in 1852 by Thomas Carew in Boston. Guests will include friends of education from the White House, museums and the arts. Dillon Ripley, Secretary of the Smithsonian, will introduce Secretary Hufstедler, who will speak briefly.

Wednesday, May 7 School Visit by Mrs. Carter and Secretary Hufstедler

Time—10:00 a.m.

Place—Oyster School, 29th & Calvert Streets, Washington, DC.

Event—First Lady, Rosalyn Carter, will join Secretary Hufstедler in a visit to this model two-way bilingual school, where Spanish and English are taught to all students.

Wednesday, May 7 White House Ceremony

Time—3:00 p.m.

Place—South Lawn of the White House

Event—Guests will arrive on the South Lawn of the White House as the Marine Band plays a medley of school music. The President and Mrs. Carter, the nation's number one school parents, and Amy Carter, the first student of the country, will join Vice President and Mrs. Mondale and Secretary Hufstедler on the stage of the Shell.

In the audience will be members of the Cabinet, Congress and the White House staff, representatives from major education associations, senior Education Department Staff, media, and friends of education.

The President will sign a special proclamation declaring May 7 as "Salute to Learning Day," and the President and Secretary Hufstедler both will speak. The program will conclude with unfurling of the new Education Department flag.

Wednesday, May 7 An Evening at the White House

Time—8:30 p.m.

Place—South Lawn of the White House
Event—A program featuring well-known artists and teachers who played a significant role in their lives. There also will be a musical program.

Thursday, May 8 Visits to Two Area Schools

Time—All day

Place—Baltimore, Maryland, and Williamsburg, Virginia

Event—Secretary Hufstедler will visit two schools—Dunbar High School, a revitalized inner city school, and historic William and Mary College in Williamsburg, Virginia, the country's second oldest college, often referred to as the nation's alma mater.

Dunbar High School is at 1400 Orleans Street, in Baltimore. Secretary Hufstедler will visit there from 10 to 11 a.m.

William and Mary program will take place at 5 p.m., in the Courtyard of the Sir Christopher Wren Building, the oldest academic building in the country, constructed in 1695.

Secretary Hufstедler will visit both schools by bus, leaving from the Department of Education about 8 or 8:30 a.m. and returning there in the evening.

Friday, May 9 "Live" Satellite Nationwide Teleconference Broadcast

Time—1:30-3:00 p.m.

Place: L'Enfant Plaza, Washington, DC.

Event—Secretary Hufstедler will participate from Washington in a live satellite nationwide teleconference, with ten Chief State School Officers. John Morrow, a producer for the Public Broadcasting System will serve as host.

New Faces - New Assignments



STEVEN A. MINTER—Under Secretary, designate

Mr. Minter, at the time of his federal appointment, was associate director of the Cleveland Foundation, where he was responsible for the funding of educational, social, health, and community projects. He has served in that capacity since 1975.

Before that he was commissioner of public welfare for the Commonwealth of Massachusetts and a director of the Cuyahoga County (Ohio) Welfare Department.



MARGARET A. MCKENNA—Deputy Under Secretary of Education

Ms. McKenna will assist the Secretary and the Under Secretary with department operations and coordinate interagency activities, including those involving the Federal Interagency Committee on Education.

Previously, she was Deputy Counsel to President Carter for three years and was appointed Vice Chairperson of the Administrative Conference of the United States.



MICHAEL J. BAKALIS—Deputy Under Secretary of Education

Dr. Bakalis, 42, will assist the Secretary and Under Secretary in the management of department-wide operations and new initiatives, including coordinating activities of the Intergovernmental Advisory Council on Education.

He served as Illinois state comptroller from 1977 to 1979 and was the Democratic candidate for governor in 1978.



MS. CARPENTER—Assistant Secretary for Management

Before joining the Education Department, Ms. Carpenter was a consultant to the Lyndon B. Johnson Foundation, and from 1972 to 1975, she was a vice president of Hill & Knowlton, a public relations firm.

Early in her career, she was a writer and owner of the Carpenter News Service in Washington, D.C. She had previously worked as a reporter for the United Press in Philadelphia. She received a bachelor's degree in journalism from the University of Texas in 1942.



JOHN B. GABUSI—Assistant Secretary for Management

Mr. Gabusi was the assistant director for management of the Community Services Administration in Washington, D.C. for two years before he was chosen for the Education Department post.

From 1969 to 1977, he was special assistant to Congressman Morris K. Udall of Utah. During that period, Mr. Gabusi, 39, took time off from his Hill activities to serve as director of the Subcommittee on the Postal Service, to work as national campaign director of the Udall presidential campaign, and to direct field operations for Energy Action.



C. WILLIAM FISCHER—Assistant Secretary for Budget and Planning

Prior to accepting his education post, Mr. Fischer was Deputy Assistant Secretary of Energy for Planning and Evaluation for one year. In 1977 and '78, he served as deputy administrator of the the Energy Information Administration at DOE.

Before that, he was an associate administrator for policy and programs at the Federal Energy Administration and associate director for human resources and community development at the Congressional Budget Office.



BETSY LEVIN—General Counsel

Prior to her appointment Ms. Levin was a visiting professor at the University of Southern California Law Center in Los Angeles, and professor of law at Duke University. She joined the Duke faculty in 1973 and received her full professorship there three years later.

From 1968 to 1973, she was associated with The Urban Institute, Washington, D.C. where she was a member of the senior research staff and director of education studies. Ms. Levin served as a special assistant to Arthur Goldberg, U.S. Representative to the United Nations in 1967.

She is a graduate of Bryn Mawr College, where she was graduated magna cum laude with a degree in geology in 1956. Ten years later she was awarded her LL.B. by the Yale Law School.



CYNTHIA G. BROWN—Assistant Secretary for Civil Rights ,designate

Before her current appointment, Ms. Brown directed a staff responsible for resolving issues relevant to making OCR operational in the new Department of Education. She has been principal deputy and deputy director for compliance and enforcement in OCR since May of 1977.

During the two previous years, she was a project co-director with the Lawyer's Committee for Civil Rights Under Law.

From 1970 to 1975 she was associated with the Children's Defense Fund.

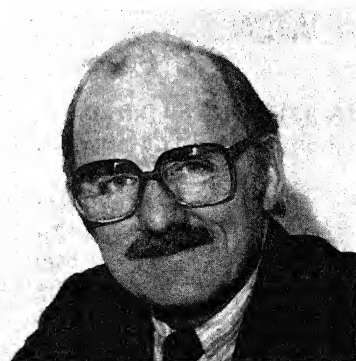
Ms. Brown began her government career in 1966, joining HEW's Office for Civil Rights as an elementary and secondary education specialist for Texas and Louisiana. She later worked as a special assistant to OCR's Director of Elementary and Secondary Education. She received her bachelor's degree from Oberlin College in 1965; her master's from Syracuse University in 1966.



ALBERT H. BOWKER—Assistant Secretary for Postsecondary Education ,designate

Dr. Bowker comes to the Education Department from the University of California, Berkeley, where he served as chancellor from 1971. He served in the same capacity at City University of New York from 1963 to 1971.

Prior to these positions, he was associated with Stanford University from 1947 to 1963. He served as dean of the graduate division from 1959 to 1963, and was previously Stanford's director of applied mathematics and statistics. The 60-year-old educator received his B.S. degree from the Massachusetts Institute of Technology in 1941 and his Ph.D. from Columbia University in 1949.



F. JAMES RUTHERFORD—Assistant Secretary for Research and Improvement ,designate

For the past two years, Dr. Rutherford was assistant director for science education at the National Science Foundation. He directed national efforts to improve science, engineering, and mathematical programs for students from elementary through graduate school.

Previous to this, he was chairman of the science department and head of the education department of New York University. Early in his career, Dr. Rutherford, 55, was a high school science teacher and, from 1964 to 1971, an assistant and then associate professor of education at Harvard Graduate School of Education.

He earned his baccalaureate from the University of California at Berkeley in 1947; an M.A. from Stanford in 1949; his Ed.D. from Harvard in 1962.



EDWARD R. D'ALESSIO—Assistant Secretary for Non-Public Education

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THOMAS MINTER—Assistant Secretary for Elementary and Secondary Education, designate

An administrator in the Office of Education for the past three years, he most recently served as deputy commissioner for elementary and secondary education.

He was the principal administrator of federal programs designed primarily to help disadvantaged youth and school districts requiring school desegregation. Minter, 56, was superintendent of schools in Wilmington, Delaware, from 1975 to 1977.

He earned his B.S. and M.A. degrees in education from New York University, his S.M.M. from Union Theological Seminary in New York in 1955, and his Ed.D. from Harvard University in 1971.

DANIEL B. TAYLOR—Assistant Secretary for Vocational and Adult Education, designate

Dr. Taylor comes to the Education Department from the Harvard Graduate School of Education where he has been a senior lecturer since July of last year. He was previously the State Superintendent of Schools for West Virginia. There, he was responsible for more than \$500 million in annual expenditures, including funding for vocational, technical, and adult education.

From 1966 to 1970, he was superintendent of that system. He had also served as administrative assistant to the superintendent of that system. He had also served as administrative assistant to the superintendent of schools in Plainfield, New Jersey.

Dr. Taylor received his baccalaureate in political science and education in 1957 from the University of Iowa. He earned his M.A. and Ed.D. in 1962 and 1965, at West Virginia University. He also attended the Harvard Graduate School of Education.



EDWIN W. MARTIN, JR.—Assistant Secretary for Special Education and Rehabilitative Services, designate

Dr. Martin was the U.S. Office of Education's first Deputy Commissioner for Education of the Handicapped. He was appointed to that post in August of 1977. He joined the Bureau of Education for the Handicapped in 1967, later serving as Deputy Director then Director.

In 1966, he was director of a Congressional Ad Hoc Subcommittee on the Handicapped where he organized hearings and assisted with the development of legislation and reports that led to passage of The Education for All Handicapped Children Act.



MICHAEL TIMPANE—Director, National Institute of Education, designate

Mr. Timpane became NIE Director after serving as Acting Director since last June. He was Deputy Director from 1977 to 1979, responsible for planning and executing NIE's research programs.

He joined the Rand Corporation in 1974, where he served as director of its Center for Educational Finance and Governance for three years.

From 1972 to 1974 he was a senior fellow at the Brookings Institution. As deputy assistant secretary and director of education planning at the Department of Health, Education, and Welfare in 1971-2, Timpane directed policy analysis, program planning and evaluation. Prior to HEW, he worked in civil rights at the Department of Defense.

He was chairman of the Arlington County School Board from 1972-76. He received his B.A. magna cum laude and Phi Beta Kappa in 1956, his M.A. in 1964—all from Catholic University. He received his Master of Public Administration degree from Harvard in 1970.



MARGARET GIANNINI, M.D., F.A.A.P.—Director of the National Institute of Handicapped Research

The first director of NIHR, Dr. Giannini is a pioneer in creating programs which include diagnostics, treatment, education, and awareness of the rights of mentally retarded, developmentally disabled, and handicapped individuals. She is founder and former director of the Mental Retardation Institute of New York Medical College.

She is a past president of the American Association of University Affiliated Programs and is actively involved with the National Committee on Children with Handicaps of the American Academy of Pediatrics, and the International Activities and Prevention Committees of the American Association on Mental Deficiency.

She has been affiliated with numerous other professional activities and organizations in the United States and other parts of the world.

Dr. Giannini received her professional training at Boston University, Temple University, and Hahnemann Medical College.



JOSUE GONZALES—Director, Bilingual Education and Minority Language Affairs

Dr. Gonzalez served as director of the Office of Bilingual Education of the U.S. Office of Education for one year before his recent Education Department appointment.

Before joining the federal government, he was coordinator of Bilingual Chicano Studies and associate professor at Southern Methodist University. He has been a teacher of languages and bilingual education programs in a number of high schools and universities in Texas and has published numerous works on Hispanic culture, language, and education.

Dr. Gonzalez, 38, received his B.A. in 1963, and M.A. in 1967 from Texas A and I. He earned his Ed.D. at the University of Massachusetts in 1974.

various other OE positions. Prior to joining the Federal government, he was Executive Director of the Program of Action by Citizens in Cleveland and taught and served as a school principal in Ohio from 1965 to 1968. Dr. Smith played a prominent role in UNESCO activities and was a lecturer at the Institute of Philosophy and Sociology, Polish Academy of Sciences, Warsaw, in 1975. He earned his B.A. at Wiley College, Marshall, Texas, in 1949; his M.S. at Massachusetts State Teachers College, Boston, in 1955. He received a Ph.D. from Case Western Reserve University, Ohio, in 1970.

JOSEPH SHENKER—Deputy Assistant Secretary for Postsecondary Education

At the time of his nomination, Dr. Shenker, 40, was serving as acting president of Hunter College in New York City. For nine previous years, he was president of Fiorello H. LaGuardia Community College in Queens, New York. Prior to that he served briefly as acting president of Kingsborough Community College, Brooklyn. He also had served as Dean for Community Affairs at City University of New York and Assistant to the Chancellor for Community Colleges at CUNY.

He earned his B.A. in economics and psychology and his M.A. in economics from Hunter College in 1962 and 1963. He received his Ed.D. in higher education administration from Teachers College, Columbia University, in 1969.

JOHN DANNER—Executive Secretary

John Danner, aide to Arkansas Governor Bill Clinton, is executive secretary.

Mr. Danner, a lawyer and former consultant on education, health and energy, will coordinate the executive operations of Secretary Hufstedler's office and the office of Under Secretary Steven Minter.

Danner, who was Governor Clinton's executive assistant, is a native of Evansville, Indiana.

MARSHALL (MIKE) SMITH—Executive Assistant to the Secretary

From 1977 to the present, Dr. Smith was the U.S. Office of Education's Assistant Commissioner for Policy Studies. Prior to that, he served as Associate Director and Acting Director of the National Institute of Education. He joined NIE in 1973. From 1966 to 1976, Dr. Smith was an instructor, assistant professor, then an associate professor at the Harvard Graduate School of Education and at various times held appointments and taught courses in Human Development, Research in Instruction, Social Policy, and Administrative Career programs. He also was a teaching fellow at the Harvard Computing Center and worked as a programmer and systems analyst for the Raytheon Company. He received his Ed.D. from Harvard in 1970; his bachelor's degree from the same institution in 1960.

New Program A

Summarized below are placement decisions as of May 4. The programs and assigned organizations are:

PROGRAMS

Basic Skills
Bilingual Vocational Education

Career Education
Ethnic Heritage Studies
Gifted and Talented
Indochinese Refugee Assistance

Library Programs
National Clearinghouse
Education
Teacher Centers
Teacher Corps
Title IV, Civil Rights Act
Law-related Activities
Women's Educational Equity

(A full list



WILLIAM L. SMITH—Administrator of Education for Overseas Dependent Schools

Dr. Smith assumes his current post after serving as the last U.S. Commissioner of Education. For seven years before that, he was the Director of the U.S. Office of Education's Teacher Corps. From 1972 to 1973, he was Acting Deputy Commissioner for Development and held